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### Factors Affecting Vocational Guidance

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FACTORS AFFECTING VOCATIONAL GUIDANCE

being

A Thesis presented to the Graduate Faculty

of the

Fort Hays Kansas State College

in partial fulfillment of the requirements

for the Degree of Master of Science

by

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## FACTORS AFFECTING VOCATIONAL GUIDANCE

### Critical Summary of Previous Work

The American Association of Social Workers<sup>1</sup> undertook to do research in the field of vocational counseling as one of the projects in their "Job Analysis Series" begun in 1926, with the object of finding how vocational guidance is conducted by schools and social workers. They found that there is no unified or systematized attack on the problem. Workers in the field consider their problems such as keeping good students in school, finding supplementary work for such students where it is necessary, finding employment for those who drop out of school, and disseminating occupational information. The report does not attempt to systematize the information gathered; it is simply a report of what is being done in eight eastern cities, by social workers, teachers and others who act as counselors for either part or full time.

Morton,<sup>2</sup> in a study of the "relationships of certain occupational abilities of groups of employed and unemployed men in Montreal," attempted to discover measurable differ-

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1. Fitch, Vocational Guidance in Action.

2. Morton, Occupational Abilities.



ences in intelligence, skills, education, age, nationality, and character traits between employed and unemployed. He also raised the question as to whether or not more exact knowledge of the requirements for success in many occupations can be acquired by test methods. His study admittedly offered little evidence as to the second question. As to the first, he found no clear-cut evidence of significant differences in unemployed as compared to employed in all but one of the traits measured. The one exception was found in traits of office clerks, but the author suspected that the sampling was not fair. He used an approach that is largely statistical but recognized the necessity, in practice, of supplementing with clinical methods. His questionnaire, and some of the tests, at least, can be criticized as being too elementary, for instance, he rates many of his subjects as having superior mechanical ability as shown by scores on Stenquist Mechanical Aptitude Test 1, which test is very simple and could not test advanced mechanical knowledge.

Freund<sup>3</sup> described a project in vocational guidance as carried out in the College of Engineering, University of Detroit, in which prospective students of engineering are

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3. Freund, Detroit's Embryo Engineers Get Advice.

given advice on the engineering profession. In evaluation of this project, it would appear that these prospective engineers are already vocationally guided and are only receiving supplementary information regarding the profession.

Williamson<sup>4</sup> described a study in which analysis was made of work done by faculty counselors at the University of Minnesota, the kinds of problems encountered and the methods employed. He secured estimates of the value of the counsel by counselees and a comparison of the efficiency of the work of different counselors. He gave some suggestions as to training counselors by setting up demonstrations, tests and agencies which counselors need to understand and use to do satisfactory work. The plan can be criticized in that it was tried on college students only. There also seems to be too much reliance upon standardized tests. Counselors should have training in understanding personality and should learn how to conduct conferences as well as prescribe and carry out treatment.

Lee,<sup>5</sup> in an article on the critical issues in guidance and personnel, quotes Jones,

"The unity of guidance for an individual must be recognized. It is impossible to separate parts of problems--

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4. Williamson, Faculty Counseling At Minnesota.

5. Lee, Critical Issues in Guidance and Personnel.

personality, vocation, education, etc.  
The adjustment needed is that of the  
entire individual."

Rosenstengel and Dixon<sup>6</sup> describe a vocational training program which has been operating under the Smith-Hughes law since 1934, in Columbia, Missouri, Senior High School. Students enroll in courses in personnel problems and occupational training, and to supplement classroom work the student works at least 20 hours a week on a job, in a regularly operating occupation, under a skilful and interested employer, who is supervised by a coordinator whose job it is to supervise the entire program and to locate suitable jobs and employers for students. This would seem to be a very excellent program except that there is no provision for personality adjustment other than that which occurs incidentally in adequate vocational adjustment.

Walther,<sup>7</sup> in an article on vocational guidance and professional fields of work, says the chief characteristic of professional work is that the worker is free to choose the means necessary to arrive at a desired end. A physician or architect, in contrast to a nurse or mason, is able to make certain choices, to use his imagination, to create. But the vocational guidance psychologist must consider another factor, which is the attitude of the subject to-

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6. Rosenstengel and Dixon, Whither Vocational Guidance? An answer.

7. Walther, Vocational and Professional Careers.



ward reality. Certain individuals are attracted by living beings, and others by inert matter; in other words, some are introverts, others extroverts. Moreover, certain persons prefer to command and others to obey. Diagnosis of attitudes should be the very beginning of every investigation in the field of professional orientation.

Esteves,<sup>8</sup> in an article on the individual and social aspects of vocational guidance and selection says the following factors are pertinent to an examination of occupational aptitude: (1) physical capacity, that is, somatic adaptation and endurance; (2) functional capacity, motor and mental adaptation; (3) the vocation; (4) the social necessity for production or service in the vocation. In other words, adequate vocational adjustment implies that not only shall the individual be happy in his vocational choice, but also some benefit must accrue to society through that choice.

Viteles<sup>9</sup> says vocational success cannot be analyzed into its supposedly constituent elements - earnings, job tenure, frequency of change from one type of job to another, etc. - but must be considered as an integral whole with subordinate parts combined in a dynamic functional pattern.

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8. Esteves, Professional Aptitude.

9. Viteles, A Dynamic Criterion.



Stenquist<sup>10</sup> says that vocational prognosis is extremely difficult. No single test or battery of tests has yet been devised to predict vocational success adequately. Thorndike believes that to predict vocational success on the basis of educational reports and tests taken ten years previously is futile. Investigations carried on in the Baltimore public schools have shown that it is possible to predict with reasonable assurance at age fourteen whether a student will be more successful in academic, clerical, or mechanical lines. Diagnosis of vocational abilities for specific immediate jobs has, according to Stenquist, been far more successful than Thorndike demonstrated, in the field of generalized vocational guidance.

Fiertz<sup>11</sup> reports on the physical and mental examinations employed in an experimental adjustment service for unemployed adults in 1935. Psychiatrists discovered that a single brief interview was extremely effective in clearing up acute worries and poor habits of living, such as arise from overdependence and fixations on parents. The effectiveness of the brief interviews was made possible because a great deal of information had previously been obtained from case records. The psychiatric classification

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10. Stenquist, Vocational Interests, Ability and Aptitude.

11. Fiertz, Medical and Psychiatric Services in the Adjustment Service.

revealed that 33% of the readjustment cases had personality difficulties, 14% were psychoneurotic, 6% pre-psychotic and 3% psychotic. The majority of cases were "within normal variation."

Duncan and Duncan<sup>12</sup> in getting tabulations of 274 college students on ranking ten professions together with their reasons for such rankings, found that "while personal fitness, economic returns, status, and health played a part in the selection, indefiniteness and lack of reasoning characterized the majority of reasons given." This is simply reiterating the already obvious necessity of vocational guidance.

Frycz<sup>13</sup> invented a new term, psychochoresiology, which is the science of vocational guidance based not only on a psychological analysis of the individual and various occupations, but also on racial, regional and social considerations. He takes into consideration the psychology and living conditions in various parts of the country in addition to analyzing the individual. This author seems to be stressing an important factor which has hitherto been considered only incidentally.

Trabue<sup>14</sup> expresses belief that the adoption of occu-

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12. Duncan and Duncan, Attitudes of College Students towards Professions.

13. Frycz, Brief Outline of the Fundamentals of Psychochoresiology.

14. Trabue, Occupational Diagnoses for Educational Programs.

pational diagnostiques should necessitate modifications in basic educational programs if they are to be completely effective. The author is inclined to agree with Traub; schools perhaps need to take more responsibility for vocational training of students.

Stout<sup>15</sup> says that 75% of farm children must be guided into non-farming occupations because farms will not support a larger number. This crucial factor must be considered in any guidance program in rural schools.

Kunkele<sup>16</sup> discussed the purpose of vocational tests; their interpretation, their representative and artificial character; objective results and how they can be obtained by subjective methods; and the importance of judging the individual as a psychological entity. Tests can give reliable results in the sense of definite and pertinent information, applicable in practice only if certain premises and conditions as to methods and evaluations are complied with. Semi-scientific methods and those of doubtful interpretation must be rejected. In criticism it would appear that Kunkele, along with many other guidance psychologists, is anxious that the individual be studied as an entity. He also emphasizes the use of tests but stresses the need for careful and discreet interpreta-

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15. Stout, Guidance in Rural School.

16. Kunkele, Possibilities and Limitations of Examinations for Vocational Fitness.



tion of their results. This is a timely warning, especially since many laymen are administering tests without knowing how to interpret the data.

There is recognized by most investigators a general need for the use of clinical methods in preference to statistical approaches, but as yet few or no investigators have used the clinical method.

Some attempts have been made to compile occupational information. The National Occupational Conference of New York started in January, 1936, a monthly bibliograph listing of occupational information in current books, pamphlets, and periodicals.

Some very elaborate and detailed vocational tests have been devised. The Strong Vocational Interests Test is perhaps the most popular. It consists of a very detailed enumeration of likes, dislikes, and aptitudes of men who are considered professionally successful; the case who is being tested vocationally is scored on the basis of whether or not he has the interests characteristic of a particular occupation. Three ratings are given: A (yes), B(not sure), and C (no). It is a very complicated and somewhat superficial test - for instance, fishing may be the favorite sport of insurance salesmen; an equally good salesman may be produced in a region where fishing



is impossible. So with golf; a man who is averse to physical exercise may make as good a chemist or author as one who is physically active. Also it takes into consideration comparatively few kinds of jobs, and leaves no room for guidance of a particular case into the most practicable vocation. Perhaps a boy's score indicates that he is inclined toward law as a profession; finances will prevent him from entering that profession for some time - what shall he do in the meantime? Unless the test is supplemented with clinical conferences it will, in many cases, prove valueless.

A complete survey of all the literature on vocational guidance is impossible. The references included were chosen because they seem to indicate trends.

## Problem

It is the special purpose of this study to find how personality factors affect the employability of youth. In a study of this kind it is necessary to consider the personality as a whole in relation to a larger situation, the ethnological traits of the group, the society in which the youth lives, the economic changes taking place in the community, and the physical and mental capacities with which he is endowed.

## Historical

The subjects for this experiment were youth between the ages of 17 and 24, from families on relief; most of them offspring from a group of Germans who migrated into Russia about 1780 and who came to this vicinity about a hundred years later. They settled near Hays City and Fort Hays, the headquarters of such historical characters as Wild Bill Hickock and General Custer. Fort Hays later became a frontier wagon train post. In the early seventies remittance men from England and Scotland had come to hunt on the prairies. They were for the most part cultured and wealthy. They founded a city, Victoria, named in honor of Queen Victoria. They, the English and Scottish aristocrats, who chased coyotes instead of foxes,

tore down the fences and ruined the gardens and fields of the 'Roosians' who had no way of defending themselves. Raish<sup>17</sup> has pointed out in her research that they feared everybody, the Scottish, Indians, and other settlers. They had been ground down as peasants in Russia, preyed upon by the savage Kirghiz hordes that ruined their towns and killed and plundered. They came to look with suspicion upon the whole world. Upon settling in Ellis County they built four foot sod walls around their towns but made no protest when the Scottish hunters used these for jumping barriers. At sight of a Scottish rider they would disappear "like mice into their holes." They were accustomed to communal life in Russia and to having their own town officers. They attempted to carry out these customs here, but had to give it up because they were unable to enforce their laws, so they accepted civil authority. This entire group of emigrants was extremely poor.

At the present time this group is still abnormally isolated. These people have in part derived their security from their agricultural self-sufficiency, making possible this seclusion. Moreover, they are united by religious and political ties, being almost without exception, Roman Catholic and Democratic. During the depression, they were unable to make a living on a farm. With the coming

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17. Raish, Story of a Western Kansas Town, pp. 120-140.



of light industry, oil production, to this section, many of these youth could have found employment. Some found jobs but were unable or unwilling to adjust to the employment situation; others refused to attempt to find work or were absolutely averse to taking a job offered.

### Economic and Cultural

At the time this study was made 16% of the population of the county (Ellis) from which the cases were drawn were on relief.<sup>18</sup> The people have been farm owners, for the most part, but now have lost their land through mortgages. They erect beautiful stone churches, but live in small frame houses which are built close to the roadside with no dooryard or trees, barren and uninteresting. The houses are poorly furnished. These people are not the large-landed German farmer of tradition. The characteristic large barn is not to be seen. There are few public schools, most of the schools being parochial taught by nuns of the order of St. Agnes, many of the members of which came originally from these communities. The parish priests and academy teachers are for the most part of the Capucian order.

In nearly all of the homes a mixture of English and

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18. This estimate was made from 1930 Census Report for population, and from Poor Commissioner's estimate of average monthly relief load for Ellis County, Kansas.



German is spoken so that the cases suffer from vocabulary and reading deficiencies. Not only do they mix English and German but about twenty different dialects of German are spoken in different villages so that they are not in themselves a closely integrated group - each village maintaining its own dialect and remaining independent of neighboring villages. They depend upon leadership and as confidence is developed they lean heavily and are slow to change loyalties. They are suspicious and resentful of outside influences - possibly a carryover from the fear of group dysintegration experienced by the first emigrants, the forbearers of the group studied. Such ideas as that night air is poisonous and must be kept out by solid shutters, are still prevalent.

There appears to be little aggressiveness either in men or women. They ask only the chance to visit their friends, to fight with their enemies, to spend the afternoon downtown, to indulge in superficial arguments. They feel that they work very hard but the appearance of their farms and homes would lead one to think that either they overestimate the amount of work they do or that they do not manage their energy well.

An extreme amount of ambivalence and sadism appear to be present. Men threaten their wives; girls expect to be

browbeaten. Girls quarrel constantly over boy friends; any two may be the best friends one day and be bitterly angry with each other the next. The women want to marry but have very general ideas about marriage. They do not think of marriage as a career, rather as a matter of course. The men are extremely passive but defensive. All their security seems to come from the personal elements of society, little from independence or individual psychological satisfaction. They feel no satisfaction in a job well done, only in being an integral part of the group. Most of them do not plan to leave the community. Those who do leave seem to be the most aggressive and generally the most intelligent. The popular termination of a hitchhiking tour is Chicago or the west coast. They usually get jobs but most often do not establish permanent residences but return sooner or later.

Businessmen are not anxious to choose employees from this group because they will not integrate themselves into the business. The fundamental and basic security comes from the sociological group, not from economic security or social status which may be derived from a job.

#### Scholastic Achievement

The average grade reached in school, by the group stud-

ied, is 8.4. For the group who had not entered high school, and who were given Pintner Achievement Tests, the average grade reached was 7.3 and the average Pintner Achievement score was 5.6. The average intelligence quotient on Henmon-Nelson Intelligence test is 79.6. The average T-score on Stenquist Mechanical Aptitude Test II, for 14 cases, all boys, was 69.9, indicating above average mechanical ability. The scores on all these tests are necessarily affected by the reading and language disability which was present in all cases except cases A, K, and Y, who are not of German-Russian extraction and who have always spoken English.

It is interesting to note that so many cases indicate spelling as their favorite subject; seldom is history, reading, or arithmetic mentioned - in fact, these are usually the most unpopular of the school subjects.

#### Method

The subjects for this study were youth on a county NYA work project. By special arrangement with the Fort Hays Kansas State College Psychological Clinic, certain of these youth were assigned to the Clinic for supervision of their work and to receive vocational guidance. The Clinic made



a clinical diagnosis which was designed to throw light upon the vocational aptitudes and possibilities of each case. Social histories were obtained from the poor commissioner's office, NYA offices, schools, etc. The jobs at which these youth were put to work in the Clinic were designed to give pre-vocational training as far as possible. It consisted essentially in a progressive series of job situations to which the worker was required to adjust, the situations being set up with each job increasing in difficulty in the light of the psychological diagnosis.

The project provided such work as: dairy and greenhouse work, carpentry, painting, cooking and baking, together with purchasing food and making budgets, typing, invoicing, janitor work, and a small amount of construction of electrical apparatus.

The Clinic attempted to get job analyses of all the types of jobs available in this community as well as maintaining an active employment agency; not waiting until vacancies were reported through the usual channels, newspapers etc., but having someone constantly interviewing probable employers so as to anticipate vacancies.



## Tests

The tests used were Henmon-Nelson Intelligence Test, Stenquist Mechanical Aptitude Test II, Pintner Achievement, Gray Oral Reading; and in a few cases Pintner-Patterson and Hering Benet were given but were considered inadequate since standardization for adults in these tests is unsatisfactory. A diagnostic scale designed to disclose speech and reading pathologies was also used, as was a rapid calculation test consisting of oral addition, subtraction, multiplication, and division of about fifth grade level and written problems involving only concrete mathematical processes; a following instruction test, card sorting test which tested speed and accuracy, Isahari test for color blindness, the Romberg test administered in the usual way, visual acuity and astigmatism tested on a simple eye chart; hearing tested by acoumeter; finger tremor, line walk, strength tested by hand dynamometer, pulse and respiration tested, space perception by special apparatus; visual and tactile astereognosis, accuracy of measurement by calipers, using seven precision blocks, graduated with a difference from smallest to largest of .015 to .002 inches; body rhythm by bouncing ball in 20-inch circle with alternate hands;

proof reading test, consisting of a paragraph of about 150 words with errors in spelling and punctuation at about eighth grade level. The clinician formed a subjective judgment of case's personal appearance, cleanliness, body and clothing, mouth hygiene, neatness and good taste of clothing and hair dress.

The case was also examined for evidence of speech dysintegration, poor pronunciation, poor grammar, syntax, stuttering, articulatory disturbances, accent, abnormally long eye fixations, and reversals during reading. During the tests the case was watched for evidence of aphasia, attitude of frustration, apathy, alogical approach to the problem, poor muscle coordination, systematization. Case was also asked to write a letter of application; in many cases this proved to be the first letter ever written by the case.

The divisions for the personality investigation may be classified under the following topics: interests, ambitions, experiences, stability, training, aggressiveness, abilities, ideals, worries, tensions, family ties, amusements, financial orientation, attitude toward religion, attitude toward school, health, love affairs, parental and other dominations, security.

Scores on tests were evaluated relatively. Pathologies and ineffectual or alogical performances were taken into consideration primarily in the vocational guidance of the case. For instance, a youth may wish to be a carpenter, in which case special attention is given to his accuracy of measurement, his space perception, his body rhythms, etc. Ability to spell and pronounce correctly and to proof read would be less important.

These tests were assembled, many of them constructed for use primarily for vocational guidance in the Clinic. As the clinical methods are published no attempt is made here to give complete description of the tests and apparatus.

#### Typical Work Plan

Upon completion of the diagnosis each case was put to work at a job that most nearly coincided with his vocational interests. Those cases who were diagnosed as prospective domestic workers were put into the cooking school, where they were taught basic principles of cooking, baking, meat preparation, shopping and budgeting. Prospective carpenters were put to work measuring, sawing etc., on jobs that were just as difficult as each



case could well manage; when it was finished each case was given a more difficult job to do. Prospective farmers were put to work in the greenhouse and on the college farm. Neatness, promptness, and accuracy were stressed in all jobs. A few who had advanced mechanical knowledge were put to work building a takistoscope for laboratory use, which required a great deal of ingenuity and a knowledge of electricity. A daily work report was kept on each case.

#### Attitude of Business Men not of the Group

In order to get concrete evidence as to the validity of the statements regarding the attitudes of the community toward this group, the responses which business men made at the time the placement director interviewed them were preserved. A cafe manager had this to say: "You can't make these youth work. You hire one and he flies into the work with a great show of energy and in two weeks he has slowed down to such an extent that a child could do as much." Statement of a retail merchant, "It would be all right if he could stay on the job, but after a few weeks he either quits because he thinks the work too hard or I have to discharge him because of inefficiency or laziness." Repair shop manager, "He

doesn't want a job. This just happens to look good to him now. Next week he'll want a different job."

Beauty shop operator, "This girl can do the work, all right. But if I hire her I'll have the wrong kind of people hanging around my shop. Too many of these people steal."

Another says, "These boys don't want work, they wouldn't work if they were given a job."

"I can't afford to hire these boys when I can get better men for the same wage."

"Can't afford to hire unskilled labor."

"Couldn't afford to train one of these boys."

"These boys can't be trusted."

"These boys don't make good employees because they can't meet the public."

"I couldn't afford to hire that boy. He has a reputation for stealing."

"I need help badly. I would be glad to take on an inexperienced boy and teach him the business, but it is very necessary that he be a careful and conscientious workman. I have built up a reputation for giving absolutely dependable service, and I can't afford to lose it. I'm afraid to take on one of these boys."

## NYA Project Supervisors

"With adequate supervision these boys can be taught to be effective workers. They have developed the idea that in working for the government they are not responsible for the quality of work turned out."

"Even those who have skills and ability do not succeed in jobs."

"These boys are not at all interested in their jobs. They have nothing of a personal nature to gain or lose. They have to give their checks to their parents, so they get little personal gain out of working, consequently don't care if they are fired or not. I have never before seen young people with an attitude like this."

## Housewives

"I wouldn't mind these girls so much but they're so dirty and careless."

"I wouldn't pay a 'Russian' girl more than \$3.00 a week. It's so hard to get one to stay more than a few weeks."

"These girls will stay until an emergency arises, as giving a party, then leave without notice."

"Too much icebox thieving."



## Interview between Clinician and Employer which Indicates Typical Employers' Attitude

The employer was very undecided as to whether or not to increase his staff. He was somewhat interested in taking someone on for half time, but was not sure what wages he would pay with that arrangement. The Clinic was prepared to sponsor a plan whereby an employer could take the responsibility of training a youth, giving reports of progress to the Clinic, having full time services of the employee at half-time wages. This employer definitely did not want to take on this responsibility. He said the boy could learn by himself. He handed the clinician a book such as those sent out from headquarters of chain stations, giving samples of high-pressure sales talk, when, where, and how to advertise, etc. This book contained the proverbial "Ten Points" which are supposed to make a finished product of whatever dimensions and proportions are desired. He seemed to feel confident that reading this book would make an excellent filling station attendant of the prospective employee, that he would need no other help to learn the business.

## Attitude of Cases toward Business Men

"Joe won't last long at that garage. He's (the boss)

too hard a man to work for. Nobody ever stays longer than a month."

"I wouldn't work at that cafe. The boss asks too many questions. Besides nobody likes to work there."

One case, who is 6 feet 3 inches tall and weighs about 210 pounds said, "I had a chance to work in an oil field at \$6.00 a day, but that's too dangerous; I'd rather go to the army. That ain't tough."

"That was a hard job, had to work all night - had to stoop to reach the sink, it hurt my back - just had a little time off for lunch at midnight - it was awful hot."

"Why should I work when other girls don't."

"I don't mind working hard, but I want some time off. It makes me mad when they suddenly decide to go somewhere and I have to stay with the children when I had planned to do something else."

Conclusions

The factors which seem to affect the vocational guidance of the cases studied are grouped under the following topics:

1. Deficient intellectual aggressiveness.
2. Hysteria
3. Mechanisms
4. Intelligence
5. Sociological factors.

By deficient intellectual aggressiveness we mean, little ego strength; motivation, drives and conflicts on the id level; social orientation essentially based on id demands. Personal security is an appetitive security rather than a rational security. The cases seem unable to get fundamentally interested in anything. There is a determination to be passive which seems almost to be a facade; at the same time there is an extreme defense. They do not want to be ambitious - to succumb to the urge to "get ahead" would mean admitting that they have no reason for maintaining the defenses; in other words, they feel sorry for themselves because of the position in which they find themselves, yet they wish to maintain that position, since to give it up would mean that they would be thrust into competition, without reservation, with those around them who do not belong to their own group. They fear this competition (for generations they have been docile and retir-



ing) - a passive attitude allows them to avoid it, defense offers a sufficient excuse to the ego for maintaining it. They act much like children who never grow up emotionally. They depend upon this 'passivity' as a child depends upon his parents, but instead of maturing and breaking away from this 'crutch' they have not the aggressiveness of 'fight' necessary to achieve it; it might almost be called a neurasthenia without the physical symptom.

Hysteria is the physical manifestation of a mental conflict. Of the mechanisms, escape, projection and defense appear most frequently. Intelligence needs no explanation.

Sociological factors include such factors as the influence of parents, teachers and employers, the lack of vocational skills; ineffective work habits; unattractive personal appearance; lack of identification with the social order, that is, the group interacts with society but does not participate in it; lack of basic skills as arithmetic, reading, ability to follow instructions, etc., and poor health.

Case C

Male, age 19, very pleasing appearance, clothes neat and clean, unusually friendly and cheerful and easy to get acquainted with; less afraid than the average of this group. Had not thought about a vocation especially, but liked to cook, (it is his job to help the mother at home) so he thought working in a bakery would be a good vocational choice. Also thought he would like mechanics. While in CCC camp helped in the kitchen. Had never had a job in private employment. Health good, no physical disabilities.

IQ, H-N. 88, Pint. Ach. 6 gr. level, Stenquist Mechanical 98th percentile. Finished eighth grade in school, favorite subject was spelling, is speedy and accurate in addition but gets confused when mixing mathematical processes. Has difficulty in following directions in a test situation. Enjoys dancing, wild west shows, spends all his NYA money on himself, likes to date girls in a neighboring community because the boys there resent it. Belongs to a church affiliated young men's club, plays baseball and basketball. Has had no serious love affairs.

In March the occupations staff reported a vacancy in a bakery so case was called into conference with clinician and occupations director who gave description of job, hours, wages, etc., and asked to take case down town for an interview. C immediately began to find excuses; he would rather not go; did not know whether or not he ought to take a steady job since he might have to help at home during the wheat harvest in the summer. Clinician indicated that he ought to interview the employer and take the job if conditions were satisfactory, since there was no assurance of a wheat crop, and if there should be a crop it would be at least four months before harvest. C was reminded that NYA employment was only for those who could not get regular employment and that in any case there was no future in NYA employment. C still hesitated and in the end did not make the interview. The employer, however, went to C's home and got him to take the job. C worked one night and quit saying he was ill. (Probably some physical basis for this illness, since C was not used to smell of gas nor to night work.) Mother was very much in sympathy with C's quitting the job because she did not want him to work at some-



thing which would make him ill. Several days later in a talk with the clinician he admitted that perhaps he had been somewhat of a baby to give up so easily. He maintained bakery work as his vocational interest, however, and when plans for a cooking school were being made he said he would like to enter. Upon completion of the plans, however, when it appeared that most of the students were girls, and that it was to be held at another building under a new supervisor he put up a stubborn fight, giving no reason except that he did not want to go. He had been subjected to some teasing by other boys in the shop and clinician told him that he would have to learn to take teasing if he wanted to adjust happily to any situation in life and that he must begin to be somewhat independent of his friends' attitudes toward his choices. In the end he went to the cooking school because another boy also enrolled and clinician suspected that it finally became easier to give in to the clinician than to maintain a stand against her. In the cooking school where he was dismissed as soon as his work was completed, he was always finished on time or before time was up. He seemed to depend a great deal upon the

other boy even though C himself was much the more capable worker. When working in the Clinic shop where he worked by the hour, he absolutely refused to take any responsibility for getting a job done.

#### Case E

Female, age 19, quite attractive, medium height, slightly plump, well groomed black hair, low voice, speaks and acts deliberately. Her ambition is to earn money for clothes. Her parents want C to help financially at home, they also would like to see her marry. C is interested vocationally in a waitress job or an office job. She has had some experience in cafe work but none in office work. She has had no training for office work except typing in junior high school, and has made no effort to receive training which is available at comparatively low cost in this community. Said she was not afraid of responsibility but refused, nevertheless, to take any. Would rather have routine work. Has had experience doing housework but disliked it. Parents forced her to take domestic jobs because they needed the money. When asked if she knew any ideal per-

son after whom she might pattern her life she said she never thought of an ideal.

Henmon-Nelson IQ 72, finished eighth grade, favorite subject in school spelling, least liked were English and arithmetic. She reads True Story, likes picture shows and dancing. Her friends are mostly boys, her particular man friend is near middle-age, she has no special girl friend. She likes home, likes to work with people she knows. There are twelve children in the family, C is one of the older ones, she has an older sister who is crippled, can't walk or talk. C thinks if she had more education she could get a better job; but she makes no effort to get more education. She worries about finances and education and a little about love.

The placement director reported a job, curb-hopping, at an outdoor light drink stand. C refused to consider it since there were too many boys and men around and she was afraid it might cause trouble with her boy friend. C was not encouraged to take this job. Later the placement director reported a vacancy in a hotel dining room, with fairly satisfactory wages and working hours. Clinician approached C about this vacancy. C couldn't see



why she should take this job. Clinician indicated that NYA work was only for people who could not find regular employment. C said, "Why should I work when other girls on NYA don't?" Clinician suggested that others shirking their responsibility does not solve her problems. C willing to admit this. 'But why should she take a job where she has to work hard when she can stay on NYA and not have to work hard. Besides, mother needs her at home.' Clinician suggested that a sister who is also on NYA stay at home to do the work since C's salary would more than equal two NYA jobs. C said she asked for jobs in some of the cafes in town and did not get them. She seemed to feel these refusals a personal affront. C thought her clothes and appearance (she has a fur coat) were not good enough to make a good impression. Since her clothes are very neat and attractive, clinician suggested perhaps it was something in her personality that kept her out of the jobs she wanted. She resents being asked questions by prospective employers. She feels very sorry for herself, she says she gets only \$1.50 to spend out of every bimonthly check of \$5.25 and has to buy her clothes with this amount. (Others on this project can spend all they make.) After a lit-

the figuring, as suggested by the clinician, it was clear that she spent quite a bit more than that amount, whereupon she admitted being helped financially by her sister and parents. The clinician told her to make a decision concerning the job in view of all these factors, to talk it over with her parents and to call the Clinic the next morning. She brought up the undesirability of working in a certain cafe from her brother's reports, that surely the brother wouldn't lie about the situation. She was unwilling, however, to say what the situation at the cafe was. Clinician said that she knew girls who worked at this cafe who felt it was not at all undesirable so far as moral standards were concerned. C dropped discussion of cafe. C admitted she knew the proprietor of the hotel in question was of very fine character.

C called the Clinic next day at noon, saying she forgot to call early in the morning as arranged. She wouldn't take the job because her mother didn't want her to. C said she asked her mother if she might not try it at least for a while but mother still refused. Clinician indicated it would not be a good policy to begin the job unless she was determined to stay on unless an

impossible situation arose.

C is absent from work a great deal. She is out of town on short visits frequently. Another girl reports that C doesn't like to work hard. (Parents want ease and security for the children without having them expend the effort to obtain these.) Before going off on one of these short excursions she told the supervisor that she guessed she would have to tell Mr. \_\_\_\_\_ (county supervisor) that she would be back soon, since every time she left he took her off the payroll, which annoyed her greatly. She wished people would understand that she wanted to stay on NYA. After she refused to take the hotel job someone suggested that that might have been a bad policy, since she might be taken off NYA. C said no danger of that, she couldn't be taken off. (She was taken off the next week.)

C has a sister who is a professional prostitute, and C herself is reputed to be an amateur.

#### Case L

Male, age 22, small, wiry, somewhat protruding pale blue eyes, unruly sandy hair, unkempt hands, dirty cracked nails, runover shoes, slouchy posture, clothes fairly clean.



Stenquist Mechanical 99th percentile, Henmon-Nelson IQ 69, Pintner Patterson, out of nine items six scored superior adult, two at thirteen-year level, and one at eleven-year level. Was in the eighth grade, then, because the teacher wanted him to enter a spelling contest, he quit two weeks before school was out.

Would rather do work himself, does not like to boss or be bossed. He likes to have a job which is independent of others and wants to be left alone to do it. Can read blue prints. Likes to read Popular Mechanics but is a very poor reader. Would like to take up Diesel engineering. He feels that will be the best paying field in engineering within the next ten years. He got very interested in some electrical apparatus at which he worked while in the Clinic, so much so that he worked at it at home also. From 1926 to 1930 he worked in a store. Was head mechanic in CCC camp. Had a small repair shop of his own, but found it hard to collect. Is not interested in farming, turnover is too slow. Says he will take any kind of a job. Indicated a rather vague desire to get married if he were financially secure. It appears that the girl is more interested than is the C since after C got a job she called on him to make up after a quarrel. He has traveled in

Minnesota, Wyoming, Colorado, and Nebraska, working his way hauling hay, working in sugar beets, etc. He has very few friends. Father died when C was a year old, has a step-father. Worries about the family when he is away, worries about getting a better job, worries about death. Considerable finger tremor is noticeable at all times. Is an extremely poor reader, slightly below average in mathematics, very accurate in measuring, somewhat below average in neatness, both in appearance and in his work. Asthenic physique. Indication of slight astigmatism. Somewhat more than normal sway on romberg test.

While on NYA worked at an eat shack at night so he could stay in town to watch for a job. Would like to go to engineering school at Los Angeles.

Through the efforts of the placement director C had a chance to take a job in a garage downtown. (It appeared later that C had made application for this job but had made such a poor impression that the employer did not consider him. He felt that C was insincere in his desire or need for a job and that he would not stay with it.) The usual procedure was to start a new man at wash-

ing cars but during the interview with the employer C was able to answer questions about motors in such a way as to convince him that he would start as a mechanic immediately. C was very happy about the prospects and started to work the next morning, even though it was Sunday and he could have waited until Monday morning. He expected to be criticized and bossed at first but was determined to adjust to it. After a week on the job the placement director called on the employer to see how C was getting along. Employer said satisfactory work up to that time but time had been too short to give an adequate judgment. Subsequent interviews with the employer indicated unsatisfactory adjustment. C smoked too much on the job and was too dirty in the shop. C was called in to the Clinic and clinician gave him the employer's criticisms. C took the criticisms gratefully and also indicated that he had studied recent literature on mechanics at home. Two weeks later no improvement. C unable to handle a car effectively and had difficulty in adjusting brakes on late model cars. Was still studying but making little progress, probably due to his poor reading ability. Clinician suggested that arrangements be made with a certain shop assistant who had considerable mech-



anical knowledge, to study with C, to which suggestion C seemed happy to comply. The interview with the case disclosed the fact that he was well aware of his inefficient work but was unable to work under the pressure displayed in the shop. He asked the clinician to mention this fact to the employer. This was done but the employer thought C was hopeless and dismissed him. Upon dismissal C either forgot or thought it useless to study mechanics, at least he made no effort to keep the appointments as arranged. A few weeks later he had a temporary job in another town. Evidently he had no difficulty in completing this job. He was reassigned to NYA. Case was on Clinic payroll from February 20 to Marcy 6 and again from April 6 to June 6.

#### Case P.

Female, age eighteen, Pintner Achievement, Henmon-Nelson IQ 72. Finished eighth grade. Slightly below average in reading ability. Favorite subjects were reading and spelling, geography was most disliked. Reads some books and magazines. She seldom goes to the movies (about twice a year), belongs to no organizations. Social dancing is her favorite amusement. Has very few

friends. Has an illegitimate child one and one-half years old. Was engaged to be married at time of conception but fiancé died as a result of a gunshot wound; there was some suspicion of suicide at the time. The C accepts the child as a matter of course, and feels responsible for its support, but does very little about it. She worries about finances, about death, about love, and bringing up her child. She was at one time interested in nursing but parents objected to her taking training. She now wants to cook in a restaurant or hotel. She has had no experience except in cooking at home. She is very independent, likes outdoor work, likes to boss. She works very slowly and clumsily. Very poor in mathematics, and in following instructions. Some indication of tactile and visual astereognosis. Her personal appearance is very unattractive. She is overweight, wears gaudy ill-fitting clothes, has straw colored hair which she does not know how to dress or care for, wears glasses which do not fit, nails are cracked, face pimpled and red. Indication of very poor vision in left eye. More than normal sway on romberg, respiratory rhythm very easily upset.

From records of poor commissioner: seven children in family, C third oldest. Oldest brother said to be epileptic, father born in Russia. Second youngest brother sophomore in high school, doing above average work, youngest brother in seventh grade. Family now consists of parents, two young brothers, C and C's child. The child was born while C was visiting sister in Wisconsin. Father resents having to help support C's child because he feels he is already supporting his own parents. The poor commissioner denies that he does so. C would like to do housework to earn a living for herself and the child if she could take the child with her. She prefers restaurant work but is afraid the parents would not keep the baby. C is an outcast in the neighborhood. She seems to have done good work while she was in school. She is very anxious to get away from home.

C had several psychotherapeutic conferences before she was put to work in the Clinic. It was difficult to get the father's cooperation which was necessary because the C had to depend upon him to bring her to the Clinic. After a conference with the father a fair degree of cooperation was secured. Both father and daughter are very defensive and have a tendency to project.



## Summary of Conferences.

First Conference. Clinician asked C if she would like to have several conferences before beginning vocational training. C indicated it would be all right. She worried a great deal about the baby's future. She felt hurt because fiance's family will not claim the baby and because they would not pay for medical care when the baby was born. C cried and was very tense during the latter part of the conference.

Second Conference. C indicated undesirable traits in her personality which she would have to overcome or accept. Then indicated positive qualities which she could improve. She volunteered the fact that she was unpopular, that she was poorly educated and that she had an illegitimate child. Her more positive qualities, she felt, were her friendliness, her interest and desire to build a future for her child, her willingness to work for the future with little immediate gain. She spoke again, with a great deal of bitterness, about the fiance's family. She felt she took life a bit too seriously but couldn't help it since she and her child could never be accepted. She considered going back to

Wisconsin but no one there could support her and there was no one to look after the child if she should get a job. Clinician tried free association but C blocked completely. Tried relaxing C but was unsuccessful.

Third Conference. Blocked on free association. In response to "what are you thinking of now," C would answer, "Nothing, I guess I'm pretty dumb - I try but my mind is blank." To word association: father - "my father came to town;" table - "there is a table." At close of conference clinician asked C to make a list of things she would like to talk about in the next conference.

At time for next conference C telephoned that she could not come in, but made another appointment.

Fourth Conference. C said she had been very busy at home, hadn't been worrying much. Seemed to be worried about leaving the baby with parents. C asked, "When are we going to start vocational training?" Said she was rather discouraged about the conferences, progress was too slow.

Conferences were discontinued and case was put to work.

Three months later C asked for a conference. During the preceding few months C had been corresponding with a man in Wisconsin, whom she met there before her baby was born. He wanted her to marry him. She was very much interested if he would accept the baby. He seemed not to object to taking the baby. The man was unemployed at this time but as soon as he got a job she was to meet him in Wisconsin. She is very anxious to marry because it will provide a home for the baby and give her a chance to leave home. She seemed to lean heavily upon this opportunity for escape. Clinician suggested plans to teach C some habits of cleanliness and good taste. C was interested and frankly admitted that such instruction was necessary for her.

Two weeks later she asked for another conference. She had been having trouble with her father in bringing her into town on schedule. She felt that she would be reminded all her life about being so much trouble. She dislikes asking favors of him, she is not sure she can return them. She was very unhappy, the boyfriend in Wisconsin couldn't marry her because his parents objected. C's sister wrote this information, the fiance never mentioned it in his letters. Said she had been cry-



ing a great deal. She dreamed that the boyfriend had married someone else and that he wrote saying their plans were canceled. She cried in her sleep. Clinician suggested that she board with her grandmother in town while working at the Clinic but C felt that would be a poor place to stay. Clinician said she should not take father's remarks too personally.

Had a flat tire going home from last conference. Father got very angry. C afraid to set definite work schedule for herself at the Clinic for fear she would not be able to stick to it. She is afraid to try anything for fear she might fail. She is very jealous and angry because some other girls supplemented their NYA income with odd jobs and no one told her that she could do the same. In discussing her father she felt that she understood why he was so unsympathetic and unreasonable. Since his parents boss him, in revenge he comes home and bosses the family. She wondered about the possibility of working for her room and board in town so that she could come on schedule without being indebted to her father.

In a later conference she wanted to know in case she did marry the man in Wisconsin, whether she should pay

the fare there or whether the fiance should do that.  
He had never mentioned it.

Next Conference. She still feels that she must give in to her father, he is so nice to her when she has money that she can't refuse to give it to him. Talked about first fiance, is still wondering whether or not he committed suicide and why. She is still complaining about home life but can't break away.

Last Conference. Clinician attempted to show C what was taking place in her personality. There seems to be a great deficiency in ego strength which is apparent in all situations. It is easier to give in to her father than to stand on her own convictions, so she gives in. She shirks responsibility, doesn't have enough energy or initiative to carry out her plans or to do those things which are necessary. She will not take the responsibility upon herself to demand those things which she needs. For example, in approaching her father for money to fix herself up she told him that she needs to do this because the Clinic makes her do it. (She asked her father for money for a permanent wave because the clinician told her to - when as a matter of fact the clinician told her to

practice waving her hair herself, and to be more interested in being attractive.) She uses her baby as an excuse for not holding down certain jobs. She says she is happier when she assumes responsibilities and that she would rather find her own job but she keeps putting off doing things. It is easier to let things slide than to face them at the time the situation arises, while at the same time she knows that she would enjoy life more if she did tackle these problems. In the end the clinician reassured her liberally and encouraged her to work on her appearance this summer and that if the Clinic found a job for her before she did for herself she would be notified.

#### Case Bl.

Male, 21, attractive and neat, black hair, dark eyes, strong well-kept hands, posture good. Stenquist Mechanical 99th percentile, Henmon-Nelson I.A. 128. Finished high school in 1935. Wants to be an architect or engineer, not a doctor or lawyer. His favorite subject was mathematics. Reads quite extensively, nearly all popular magazines. Can type, cook some, and do trucking. Has considered going to college; he could not afford to at-



tend a denominational school, considered F.H.K.S.C. not good enough. Clinician indicated that rather than put off going any longer C should plan to enroll next fall. C took this advice seriously but considered the enrollment fee so small that he would not need to begin budgeting for it. He was sure he could save enough money without making definite provision for it. His favorite amusements are dancing and football. His friends are mostly older, both boys and girls. Has had several love affairs but took none of them seriously. Is indebted about \$1000.00 on his high school education even though he did work some to decrease expenses. This debt does not seem to worry him, however. He is interested in radio mechanics. He expected to be appointed as assistant to county engineer but did not receive the appointment. He applied for a job in the state highway department but hasn't yet received an appointment. He is afraid to be aggressive about getting a job, puts off facing the situation, would rather wait for a job to come to him. He is a skillful and accurate worker but a bit lazy. Abnormally long fixations and aphasic divergences appear in his eye movements while reading. Feels that he frequents rather questionable places of amusement but feels there is little choice.

The placement director described a vacancy in a filling station down town in which C showed considerable interest because he felt it was one of the best chain companies in the country. C could have had the job on an apprentice scale but was not interested in that arrangement. In estimation of clinician, C would be interested in any job chiefly because of its uniqueness or because it would give the C status or prestige. He is very defensive, it is necessary for him to maintain a certain status.

C said he had considered joining the Salvation Army, it would give him a chance to travel around.

When first put to work on some electrical apparatus in the Clinic, for which it was impossible to give complete directions, he was afraid to go ahead without advice but after a few days he took the initiative and made decisions concerning the constructions. He is a slow but careful and steady worker. There is some indication of eye strain or other visual deficiency. He is very critical of friends who have jobs, saying that they do not handle the work well. He hitch-hiked to Chicago and worked for about three months before returning.



Case Cl.

Female, age 19, Henmon-Nelson I.Q. 85, Pintner Achievement seventh grade. Would like to work in a store, doesn't like housework. Doesn't like to work at home but is afraid to leave home for fear she might get homesick. She occasionally takes odd jobs in addition to NYA work but doesn't like to. She is very nervous and unstable. She does not like to take her work seriously, is rather proud of the fact that she can laugh at mistakes. She quit school because she disliked the routine and repetition and quit a housework job for the same reason. She is continually looking for someone to think up something that will stimulate her, quite like a bored child. She is slight, has small bird-like features, brown hair, speaks very rapidly, almost stuttering, mixing German slang words profusely with English. Absolutely refuses to discuss anything fundamental, everything is only something to be laughed at. At first said she didn't worry, but later indicated that she worried because she had to work and she also worried about boy friends. Has very ambivalent feelings towards boys. Says she is in love with a boy who is



very much below her socially and intellectually. She gets very annoyed when she has to do things she doesn't want to do. She reads very little although she has fair reading ability. Slightly below normal in mathematical ability. Finished ninth grade in school. She is very emphatic but also very irrational about her likes and dislikes. She dislikes to be put under pressure, she becomes very nervous, somewhat angry and defensive when forced to take a job seriously. Needs psychotherapy.

#### Systematic Criticism of Findings

As was pointed out above, deficient mental aggressiveness is the first conclusion drawn from this study. In case C this 'deficient mental aggressiveness' is shown by the fact that he is passively sincere in wanting to learn a vocation and in becoming independent and secure, but when the actual situation presents itself, as when a job is offered, he is reluctant or afraid to make the effort to participate actively - if he succeeds in the job he can no longer 'honestly' feel sorry for himself and demand security from his friends. He is not strong enough to launch out into life alone. Physical illness

presents an excuse that is acceptable to the ego, which prevents his being forced into responsibility.)

In case E we see this tendency to take the course of least resistance. It is easier and more satisfactory to stay on NYA than to be successful in employment. Successful employment must be avoided in this case as in others, because it implies an independence of friends and loss of necessity for defense. This case maintains a certain amount of independence of other girls except that she uses them as excuses, 'other girls don't take jobs; why should she?' She is dependent upon her men friends and uses them as excuses. She would like to have more money to spend on clothes but she does not want to earn it. It is easier and more satisfactory simply to sit and complain about not having it. She thinks if she had more education she could get a better job. It is comparatively easy to get education in this community but C makes no effort to take advantage of these opportunities.

In case L we see an earnestness which almost approaches frenzy in his desire to adjust to the situation in which he finds himself, but he does not succeed in doing it. He thinks he wants to succeed as an

employee, he wants to comply with the demands of the employer, but he does not get it done. He knows that he does a great deal of ineffective 'fussing' and that he is not turning out finished products, but simply knowing it does not solve the problem; he continues to be ineffective. He knows that he lacks some of the skills necessary for success in his vocation, he also knows that he could get help in learning these skills but he does not take advantage of this opportunity.

Case P. She gets very angry and feels a great pity for herself in her position. She would like to leave home, be independent, support her child; but instead of doing something which might bring this about, she thinks about how difficult it is to do, how many obstacles prevent her from accomplishing this. Even when she fights against her father she backs up her demands with the statement that the "Clinic makes her do this," as she does in the case of getting money for a permanent wave. It is not she who is responsible; it is the Clinic, or whatever other force happens to be easily made responsible. She does not want to be indebted to her father since that implies that she also shoulder some responsibility toward him. Absolute passivity or



withdrawal is easier and the ego is satisfied when she appears very unhappy and dissatisfied over the situation.

In case B1 we see the same attitude. He knows that he is not progressing in the direction in which he would like to go. He would like to be successful, his aims are quite well defined, his ambitions are worthy, but he does nothing but wait for their attainment. He has the same attitude about going to college, he has not been able to go as yet, but perhaps some day he will, but he makes no effort to save money or plan a budget which would eventually get him into college. If he just waits perhaps he will get a political appointment without effort on his part. He does not worry about his debts, maybe they will automatically be paid someday, so why should he worry.

Case C1. She doesn't like to stay at home, is afraid to leave home since that would entail some responsibility. Doesn't want to do housework, can't do other things because she doesn't want to learn how to do them. She recedes and withdraws at every opportunity. She is simply existing, afraid to start to live.

For other evidence of this trait see Appendix A:

Case B, lines 22 to 27; case D, lines 20, 21; case F, lines 9, 10, 11, 23, and 24; case G, lines 6, 7, 12, 13, 14, 20, 21, 27 to 30; case H, lines 12, 13, 16, 17, 30, 31; case J, lines 20, 23, 23 to 57; case K, lines 9, 10, 15, 16, 17, 18; case M, lines 13 to 16, 27 to 29; case Q, lines 15, 17, 18, 21, 22; case S, lines 16-17; case T, lines 4, 5, 11-13, 19-27; case Y, lines 11-13, 23-41; case Z, lines 7-10, 15-17, 20-24; case A1, lines 18-24, 32-35.

The second conclusion drawn was the effect of hysteria. In case C we see hysterical illness or at least the appropriation of the secondary gain derived from illness. In case P we find a very pronounced minor hysteria, much hysterical laughter, and she cries a great deal.

For further evidence of hysteria see Appendix A: case A, lines 8-9, 15-17 (it is safe to be in love so long as marriage is impossible); case I, lines 18-25 (her typing and shorthand cannot improve, for in her present proficiency she is unable to hold a job; it is safe to want to enroll in a business college as long as it is impossible; in lines 8-9, she wants to be a

nurse until it becomes possible for her to do so, then immediately she becomes very frightened); case I, lines 23-24, minor hysteria, probably; case J, lines 23-35, 54; case Y, probably hysterical basis for action described in lines 34-40.

Third conclusion, mechanisms - escape, projection, defense. Case C escapes responsibility by having it make him ill. Case E projects her own excuses upon her mother, brother, and boy friend; they are the ones who will not let her take a job, when in reality these excuses are her own. Case P projects her own inconsiderate attitude, her quick temper, and her stubbornness on to her father. It is true they probably are already in the father's personality, but they are also very decidedly in the daughter's, which she refuses to recognize. All the quarrels are the father's fault. She escapes responsibility by having a baby which she cannot leave. Case B1 projects his responsibility upon society in general, when society presents the right opportunity he will take it and be successful, until that time he will be content to wait. Case C1 escapes everything by putting on a mask of indifference, nothing is of import-



ance, nothing is worth worrying about, nothing is worth an effort to obtain.

For further evidence of mechanisms see Appendix A: All cases are defensive, the common grievance of being unaccepted, incompetent, and unsuccessful binds them together. Case J projects responsibilities upon S.R. and upon the Clinic, they are the ones who rule her life, she has nothing to say about it, consequently she need not worry about it. Case K projects responsibility upon society, she should have more money to spend because what she has is not enough (line 9). She can't work because her mother is too ill (15-16). Case Y is disappointed at decisions her parents make regarding her life, but she continues to allow them to make her decisions because this allows her to escape responsibility; they are to blame for whatever happens. (lines 30 and 33-34).

Intelligence was the fourth factor which affected the vocational guidance of these cases. Out of 29 cases only two had superior I.Q.'s according to intelligence tests. The intelligence test scores, however, are necessarily affected, as shown above, by the lack

of normal development in speech and reading. The average H-N I.Q. was 79.6. In some cases, as case L, where the I.Q. is very low but the score on such a test as Stenquist Mechanical is extremely high, one would be led to suspect that the I.Q. was not adequately measured. For other such cases see Appendix A, case I, line 2; case M, line 2; case Q, line 2; case V, line 2; Case W, line 2; other cases where the I.Q. is undoubtedly low and in part responsible for vocational maladjustment are, in Appendix A, case G, H, K, N, T, U, and Z. Other cases where the amount of influence exerted by the I.Q. is not definable are case E, whose I.Q. as found is 72 but who appears more intelligent than that estimate would indicate, and case P. For further such evidence see Appendix A, cases F, R, S, and A1.

The last conclusion is the part played by sociological factors. In case C, we see the mother's encouragement for the C not to work too hard, or to worry too much; in case E there is the influence of parents who want ease and security for the children without their having to work for it. In Appendix A

see other evidences of the effect of parents and teachers, in case J, lines 48-50, 55-57; in case U, lines 10-11. We see the influence of an employer in case L where C is able to prove that he knows something of the work before he starts to work, then employer is not able to help him adjust so that he can produce good workmanship. Lack of vocational skills is evident in almost all cases; cases A and J could with a little effort be adequately skillful, case B1 could easily become a skillful workman if he so desired. All cases have ineffective work habits, they are not interested in getting the job done. Those who are especially careless of their personal appearance are cases L, P, T, U, Y. All cases lack identification with the social order. They are all members of society, but are not leaders, that is, they lean and look for protection, rather than dare to stand alone. Poor health is indicated in cases V, Y, and Cl. Lack of basic skills as in arithmetic, reading, and ability to follow instructions is especially noticeable in cases C, E, L, P, and Cl. See Appendix A for other such cases, case B, lines 17-19; case D, lines 23-24; case F, lines



APPENDIX A

19-20; case G, lines 22-24; case H, lines 18-19; case I, lines 20-22; case K, lines 20-22; case O, line 13; case Q, line 11; case R, lines 18-19; case S, line 12; case T, lines 13-16; case U, lines 11-12; case W, lines 10-11; case X, lines 9-10; case Y, lines 19; case Z, lines 17-18; case A1, lines 14-16.

## APPENDIX A

### Case A

1. Female. Age 19, H-N I.Q. 118.
2. Finished high school, favorite subject home economics, disliked physics. Reads fiction (Green Pastures) seldom reads magazines or papers, does not go to movies or dances,
3. does not play cards, seldom goes to parties, favorite
4. amusement reading, spends \$1.00 a month for recreation,
5. friends are mostly girls, teaches Sunday School class,
6. parents wanted her to be a nurse. Case also did but
7. when uncle offered to finance study did not want to go,
8. 4 children in family, C oldest, youngest 4 mo. Takes
9. responsibility for general home duties, dominates 2
10. younger children, allows parents to dominate her,
11. although she resents it. (They seem to be unusually
12. strict regarding time of C's return home after dates
13. and parties.) Does not worry. Health good. Is in
14. love with boy 22, who has job but not sufficient fi-
15. nancial security for marriage.
16. Can type and take dictation, takes dictation at fair
17. rate of speed but is unable to read it back, makes
18. great many errors in typing, little improvement after
19. 2 months (42 hrs. a month). Says would like to go to
20. business college but states emphatically she would not

23. want to enroll at F.H.K.S.C. even though she can afford it. Says she is afraid to; this fear seems to be  
25. irrational as are other fears in this case. Had a job doing house work but family was quarantined, C being quarantined out, so C was assigned NYA job. Seem to  
28. be no specific skill deficiencies, scored above  
29. average in neatness and personal appearance. Needs  
30. psychotherapy. Feb. 6 to June 6.

#### Case B.

Female 18, H-N I.Q. 82; Pint. Ach. 7th grade; finished eighth grade.

4. favorite subject arithmetic, least liked geography.  
5. Likes to read, movies seldom, feels responsible for  
6. housework and care of younger children. (10 younger  
7. than C) Worries about finances, lack of education,  
8. family. Parents respect her judgment though last year  
9. with sister and boy friends went away for 2 days and  
10. 1 night without parents being aware. Taught in play  
11. school, would like to get away from children some of  
12. the time. Interested in nursing and cooking. Seems  
13. to look for a social outlet in work, is very independent,  
14. likes to be outdoors, would like travel and change,  
15. has helped to support family but does not now. Reads



16. and plays harmonica, has done maid work in hospital  
17. and domestic work. Bites nails, is superior in oral  
18. mathematics, inferior in written mathematics and in  
19. following instructions. Good body rhythm, very in-  
20. ferior in proof reading and card sorting test, per-  
21. sonal appearance average, no visual or auditory de-  
22. ficiency indicated. Feels that cooking lessons not  
23. very valuable because knows all about cooking, bud-  
24. geting, etc. Plans to be married soon but plans are  
25. very vague. Would like sex information. When given  
26. a chance to take a regular job, said she had to care  
27. for uncle's children. Worked on project from March 6  
28. until June 6.

#### Case D

2. Female, 18. H-N I.Q. 84; Gray oral 8th grade; Pint.  
3. Ach. 7th gr.; finished 8th grade.  
4. Seven children at home. C third oldest. From fine  
5. family of German Pennsylvania stock, registered with  
6. Clinic as being feeble-minded. (Unable to count at-  
7. tendance at playground). Previous supervisor indi-  
8. cated carelessness and poor motor coordination. Out  
9. of school 3 years, very shy, few contacts outside of  
10. home. Says would like travel, change, strangers,

likes musical comedies and historical motion pictures,  
12. reads books, papers, magazines, wants to learn to dance  
13. but has not done so. Spends \$1.00 a mo. for recre-  
14. ation. Definitely a follower, friends younger, par-  
15. ents indicate no particular vocation but want se-  
16. curity for C, family very proud, thinks friends criti-  
17. cize her clothes and way she talks. Never had a love  
18. affair, thinks she would like to be clerk in a store,  
19. ambitions vague, has had experience at house work.  
20. Thought once of taking typing in night school at St.  
21. Joseph's but did not do so. Mother's health not good;  
22. great deal of family responsibility rests on C. Judged  
23. normal to superior in cleanliness and neatness. In fol-  
24. lowing instructions doubts and studies, scored below  
25. normal. In Clinic catalogued clinic library, was respon-  
26. sible for checking job sheets which required some init-  
27. iative and mathematical ability. Took home books on  
28. materials, their uses and care, to learn more about them.  
29. After 3 mos. of working at Clinic a note from teacher in-  
30. dicated that C is always happy and pleasant, works cheer-  
31. fully at tasks she dislikes. Is developing sense of re-  
32. sponsibility. Note of month later indicates chagrin  
33. at having worked an hour before she found she was doing  
34. job incorrectly, also she is wearing more becoming

35. clothes. After 5th month C allowed to work without  
36. supervision. C has had job interview for clerk in  
37. dry goods store down town with promise of being  
38. called in event of a vacancy. Dec. 6 until April 20.

Now working in laundry at 15 cents  
an hour. Got job herself.

#### Case F

2. Male, age 18; Pint. Ach. 7th grade level; H-N I.Q. 78.  
3. Vocational interest bakery or cafe. Ambition vague,  
4. wants financial security, has had experience cooking  
5. at home, washed dishes in CCC, wants to work indoors,  
6. not afraid of responsibility, no particular recreational  
7. interest. Sept. to Nov. 1936 harvested sugar beets  
8. by job contract averaged about \$4 a day. Out of this  
9. salary plus what he earned in  $3\frac{1}{2}$  months on NYA bought  
10. 1 pair of overalls, spent rest of money, doesn't know  
11. what for. Completed 8th grade at age 15, disliked  
12. school, doesn't dance, says he is too bashful. Reads  
13. western stories, participates in no athletics, belongs  
14. to no organizations. Cheerful but worries about  
15. friends and social recognition. Since only one car  
16. in family and C doesn't drive well he doesn't get car.  
17. Doesn't like to go with brother because brother's friends



are too wild. Married brother on WPA. Single brother on  
19. NYA. Very slow muscular movement. Very poor in  
20. arithmetic. Cannot follow instructions either written  
21. or oral. Personal appearance better than normal.  
22. Very friendly. Seems to be no physical handicaps.  
23. Slight finger tremor. Refuses to take job seriously.  
24. In actual job situation can't take responsibility.  
Feb. 6 to June 6.

#### Case G

2. Male, age 20. H-N I.Q. 68; E.A. 5th grade; Sten. Mec.  
3. 67%ile.  
4. Interested in farming, flour mill, or stone cutting.  
5. Asked if anyone could teach him how to paint and mix  
6. paints. Ambition--waiting for good times--dad buy him  
7. a good farm, then get married. In CCC worked out in  
8. harvest 6 days. Worked 1 month helping uncle build  
9. house. Washed dishes in Lamar kitchen at Salina 1  
10. month, quit to work in harvest. Likes to dance, pre-  
11. fers outdoor work. Likes to boss. Ideal person is  
12. car salesman. Never liked any employer. Said, 'too  
13. young when worked for them; boss wanted to make fool of  
14. him, too hard work and was not paid enough money.'  
15. Likes home. Finished 7th grade. Liked spelling. Dis-  
16. liked arithmetic and history. Reads True Stories. Plays  
17. horsehoe. Spends NYA money and some from home for

18. amusement. Has girl friend who wants to get married  
19. but he doesn't. Worries about finances. Wants to  
20. "get somewhere" but is vague as where or how to get  
21. there. Has very decided German accent. Father def-  
22. initely bosses. Likes to fight. Very poor reader.  
23. Very poor in arithmetic. Can't follow directrins.  
24. Can't measure accurately. Personal appearance aver-  
25. age. No physical disability. When asked to write letter  
26. of application said had never written letter in life.  
27. Has chance to work in oil field at \$6 a day, but says  
28. too dangerous. Wants to go to Army because "that isn't  
29. tough." "Anyway E.M. had a job and didn't like it  
30. so why worry about getting one."

Feb. 6 till June 6.

1. Case H.
2. Male, age 24; H<sub>F</sub>N I.Q. 65.
3. Interested in cattle raising. Infantile paralysis
4. caused shrunken right arm which is great handicap.
5. Says not afraid of responsibility; seems to be true.
6. Aware of handicaps and accepts them cheerfully. Likes
7. to travel. Finished 7th grade. Helps support family.
8. Reads western and detective stories. Used to worry

9. great deal but doesn't now. Drinks some, gets drunk oc-  
10. casionally. Engaged to a girl who is a high school  
11. senior. Feels girl is a better manager than he is,  
so wants her to handle their finances. Gives up easily.  
13. Planned to go to Colorado this summer. Thinks can  
14. rent farm for 50% of proceeds. Good sense of humor.  
15. Has worked on ranch in Wyoming. Likes California,  
16. thinks there is plenty of work. Going to Oregon this  
17. summer to work, to see Pendelton round-up. Some ex-  
18. perience in tractor farming but doesn't like it. Poor  
19. in arithmetic, reading, and following instructions.  
20. C takes quite a bit of responsibility for supporting  
21. parents who are old and not well. In spite of the  
22. fact that he has a brother who earns more money than C,  
23. C takes more responsibility of financing parents.  
24. From Case Worker's record 9-23-35 C had a police dog  
25. which he traded for a load of wood. He complained to  
26. Case Aide that he was made to work on WPA in his  
27. father's place during cold weather and in summer  
28. forced to work on NYA where he received only 1/3 as  
29. much money. Was on project from Feb. 6 until Apr. 6.  
30. According to friends he hitchhiked to Chicago and has  
31. job in canning factory, but didn't stay long. Parents



32. give no encouragement or advice or security in re-  
33. turn for financial help. They are licked too.

Jan. 20 to April 6.

#### Case I

2. Male, 21. H-N I.Q. 80. Sten. Mec. 80%ile.  
3. Liked school, finished 10th grade. Algebra and science  
4. favorite subjects. Likes to play basketball but has  
5. little opportunity. Has girl friend 20, plan to get  
6. married. Brother on WPA. Father dead. Another  
7. brother trucks. All put money together at home and  
8. mother dishes it out. Interested in mechanical work  
9. or trucking. Ambitions vague. Wants financial secur-  
10. ity. Has worked on farm and done a little trucking.  
11. Plays banjo in village orchestra. Likes routine  
12. work. Would rather take orders than boss. Summers  
13. of 1935-36 worked on farm at Hoisington at \$3 a day.  
14. Uncle hires him occasionally to drive truck. Had chance  
15. to work in bakery at Hays 12 to 14 hrs at night at \$6  
16. a week. Felt wages were too low, could not afford to  
17. drive in from country. Would have worked for \$12 a  
18. week. Authorities tried to get case in CCC but camp  
19. doctor turned him down because of tubercular tendency.

20. In fall 1936 won \$300 prize in newspaper contest.
21. Very poor reader, long fixations, many reverses.
22. Can't follow directions. Accurate, careful measurements.
23. Personal appearance average. Decided hysterical
24. tendency. Is ill at ease, meaningless laugh. On
25. payroll Dec. 7 to Feb. 6 during which time worked
26. out only one period. Got job at a filling station
27. \$12 a week. Still on job \$1.50 a day and board.
28. Not married yet July 1.

1. Case J.
2. Female, 18. H-N I.Q. 92.
3. Heard about project on vocational guidance and asked
4. to be transferred because she wanted someone to teach
5. her to be a beautician. Graduated from high school
6. spring 1936. Types 40 to 50 words a minute, had one
7. year shorthand in high school. Now typing for S.R. to
8. pay for high school tuition. Placement director found
9. vacancy at beauty shop and made arrangement for inter-
10. view with proprietor of shop. Proprietor was well im-
11. pressed with C and would have taken her as an apprent-
12. ice except that she was afraid to trust C because her
13. grandmother and aunt are noted for stealing, and also

14. C's friends were undesirable. C said if she could  
15. not do beauty work she would take postgraduate short-  
16. hand work at the GCHS for the remainder of first  
17. semester and enroll at FHKSC the second semester and  
18. prepare for secretarial job. Follows directions  
19. quite accurately, very neat in work and personal ap-  
20. pearance. Fairly accurate in arithmetic. Refuses to  
21. take responsibility for job. Clinic tried to make ar-  
22. rangements with S.R. so C could work both in Clinic  
23. and at H.S. C always finding excuses for not being  
24. able to keep appointments. When put under pressure C  
25. would become ill. At enrollment time Clinician worked  
26. out a schedule for work, classes, and study and helped  
27. C budget her money. C had not saved money for enroll-  
28. ment as had been planned when decision to enroll was  
29. first made; she thought she could borrow amount, how-  
30. ever, and have it paid back by time semester was over.  
31. She talked it over with S.R. who objected to her en-  
32. rolling in college so C used this objection as excuse.  
33. She did not enter college and presently became too "busy"  
34. to continue shorthand training she was able to get at  
35. the H.S. where she continued work to pay for back tu-  
36. ition. She neglected work in the Clinic altogether  
37. until she found she would not get paid except for actual



38. work done. After failing to get a check she made an  
29. appointment with Clinician asking for help in arrang-  
40. ing satisfactory schedule. She complained she could  
41. not come to agreement with S.R. and asked Clinician  
42. to call on her (S.R.) which Clinician did. Not very  
43. satisfactory arrangements were made so C quit both  
44. jobs and got married. She could not comply with S.R.'s  
demands because Clinic would not let her; she could not  
46. hold to a schedule as set up by Clinic because S.R.  
47. would not let her. Clinician called on Mother--very  
48. cooperative but 'C works awfully hard; parents would  
49. like to help but can't, C must make up own mind, but  
50. if she works too hard becomes ill, isn't very strong, etc.'  
51. C complained to other girls she had to type all the  
52. time she was at work, had no time for rest or to visit.  
53. As soon as one job was finished another 'was stuck un-  
54. der her nose.' C is ill frequently; when she found out  
55. she would not be paid except for hours, actually worked,  
56. the mother came to Clinic to ask that C be allowed to  
57. work at home so she could rest between times. Clinic  
58. refused.

1. Case K.

2. Female, 23. H-N I.Q. 63; E.A. 5th grade.

3. Finished 8th grade, favorite subject arithmetic, likes

4. Physiology least. Reads magazines for amusement.  
5. Friends mostly younger girls. Never had a date;  
6. doesn't want one unless with a 'very nice boy.' Likes  
7. home. Bosses older sister; very dependent upon par-  
8. ents. Asks their advice as to where, when, with whom  
9. to go. Chief interest to get more money. Thinks sis-  
10. ter should have better job, present one too hard. In-  
11. terested in clerking in store or maid in hospital. Has  
12. had some experience in housework but not since 3 years  
13. ago. Wants routine work. Says would like to boss  
14. and take responsibility but in reality can't do it.  
15. Had opportunities to take job doing housework but felt  
16. mother too ill to be left. Thinks NYA wages should be  
17. raised because she has to work at home so much and  
18. can't buy enough clothes. No foreign accent in this  
19. case, so language deficiency not present. Indication of  
20. aphasic divergence in eye movements during reading.  
21. Poor in mathematics and in following instructions, both  
22. written and oral. Average basic body rhythm. Indica-  
23. tion that vision may be somewhat impaired. Bites nails.  
24. Personal appearance, cleanliness, neatness, and taste  
25. average. Work done very neatly. Keeps account of money;  
26. keeps diary. Taught in play school; disliked it very

27. much. From Poor Commissioner and Case Aide: - C's  
28. grandfather once quite wealthy and helped family a  
29. good deal. C's father shiftless and poor manager.  
30. C's mother has a brother who is a doctor and provides  
31. medical attention for family. She feels that is all  
32. they can expect from her family but that C's father's  
33. family should contribute more to their support in re-  
34. turn for laundry work done. According to Case Aide,  
35. C's mother usually cries when Case Aide calls at home.  
36. Poor Commissioner secured job for C doing housework.  
37. C was very grateful and promised to take it. On the  
38. day she was to start she was ill and so forced to give  
39. up job. Poor Commissioner feels there's no physical  
40. basis for this illness.

From March 6 to June 6

1. Case M.
2. Male 18. H-N I.Q. 90; Sten. Mec. 95%ile.
3. Finished 10th grade, favorite subject manual training.
4. Likes travel and change. Spent his summers since a
5. child with grandmother. Is seldom at home, gets along
6. all right at home but after few days gets restless and
7. is ready to leave. Never finds it difficult to find
8. work in summer. Says he worked on nearly every farm



9. in his county. First job when he was 11 years of age.  
10. Worked at hatchery for board and room during two  
11. years in high school. Had experience as hotel bus  
12. boy. Likes to take responsibility. Interested in  
13. nearly everything. Ambition very vague. Says would  
14. take steady job in spite of the desire for a change  
15. if it would pay enough. To Clinician this seemed  
16. doubtful. Very social, dances, plays cards, goes to  
17. stag parties. Estimates cost of amusements \$4 a month.  
18. Has had love affairs but feels he doesn't stay in one  
19. place long enough to get married. Speaks slowly,  
20. with confidence, and uses deliberation and good judg-  
21. ment. Average adult in reading and mathematics. Slight-  
22. ly below average in following instructions. Personal  
23. appearance average. Had chance to take job in print-  
24. ing shop down town but did not want to since wages  
24. were extremely low and didn't want a steady job since  
26. he has a chance to work in harvest this summer at good  
27. wages. After working on NYA carpenter project for some  
28. time indicated he would just as soon work on historical  
29. record project since he would try anything once.  
30. March 6 to May 20.

1. Case N.
2. Female, 20. H-N I.Q. 51; E.A. 4th grade.
3. Finished 5th grade at 14. Interested in cooking and
4. sewing. Had experience in housework. Wants routine
5. work. Takes orders. Disliked school. Has lots of
6. dates but as far as could be learned, no sexual ir-
7. regularities. Speech syntax and pronunciation very
8. poor. Extremely poor in arithmetic. Father on WPA.
9. According to Poor Commissioner father poor business man
10. and continually changing jobs. C very dependent on
11. sister. Work is not very neat. Directions must be
12. kept very simple.

March 6 to June 6

1. Case O.
2. Female, 18. H-N I.Q. 86; E.A. 7th grade; finished 8th
3. grade. Favorite subject spelling, least liked history.
4. Interested in typing, bookkeeping, working in store.
5. No training of any kind for any of these. Had exper-
6. ience doing housework. Fairly stable and dependable.
7. Had temporary job doing housework. (Family moved away,
8. would take her along but C didn't want to go). Had 3
9. afternoons off a week during which time she worked on
10. NYA. Employer thought both jobs would be too hard.

11. C said she was used to hard work and didn't mind.  
12. Spends part of money for clothes; gives rest to par-  
13. ents. Likes to do embroidery work and reads a little.  
14. Enjoys dancing. Father on WPA. Has dates but has no  
15. particular love affair. Somewhat below average in  
16. mathematics. Adult level in following instructions.  
17. Average in neatness, cleanliness, good taste. Quite  
18. noticeable finger tremor. After working Clinic for a  
19. few weeks C indicated she wanted to work in a laundry,  
20. that she had applied for work and was given tentative  
21. promise in case of opening. In meantime she would  
22. consider household jobs. Placement director approached  
23. C with a household job. C replied "Not interested in  
24. housework anymore. Want to work in laundry." She  
25. made the interview though and could have the job in 30  
26. days. In the meantime she went back to laundry and was  
27. given same answer as before but the laundry had hired  
28. another girl during this interval. C was considerably  
29. discouraged over this incident. Is now beginning to  
30. wonder if she can hold down the household job prom-  
31. ised her because she feels she's not a very good cook.  
32. Was very interested in cooking school and asked to be  
33. taught to prepare certain dishes which she felt were  
34. difficult to do. C is making an earnest attempt to  
35. get a job that will suit her. Her demands are well



36. formulated and quite specific. She does not mind  
37. hard work but prefers a home where there is not more  
38. than one child and where she feels family will be  
39. somewhat patient in regard to her cooking. She also  
40. does not want all of her evening recreation inter-  
41. rupted. Asks for Saturday night and Sunday afternoon  
42. off. Will concede occasionally but resents having her  
43. plans interrupted by sudden changes in her employer's  
44. program. She wants to get off NYA because she feels  
45. NYA youth are getting a reputation of being poor  
46. workers. She disclosed this information voluntarily  
47. in confidential chat with Clinician. Work is neat and  
48. she is dependable. Feels responsible for sister. Was  
49. on project from March 6 to June 6. Now has job doing  
50. housework where she seems to have her demands satis-  
51. fied. It seems she needed to have someone recognize  
52. that she wanted to work but still maintain some in-  
53. dependence, encouragement to find such a job and then  
54. stick to it. She indicated slight defensiveness which  
55. seemed to disappear after some discussions as to what  
56. she needed to submit to to adjust in employment as  
57. well as encouragement to stick to her demands, which  
58. seemed to Clinician to be quite fair.

1. Case Q.

2. Male, 21. H-N I.Q. 74; H.B. 70.4; Sten. Mec. 79%ile.  
3. Interested in carpentry. Has had some experience as  
4. carpenter. Does not take responsibility. Finished  
5. 9th grade. Been in CCC camp. Favorite subject Latin,  
6. least liked algebra. Reads western stories and farm  
7. magazines. Plays baseball, movies about once a week,  
8. friends mostly boys. Worries about finances and lack  
9. of education. While in CCC went on strike for better  
10. eats. Space perception somewhat inaccurate. Basic  
11. body rhythm good. Evidence of tactile astereognosis.  
12. Poor in mathematics. Some reversals in eye movements.  
13. Fairly accurate in measuring. Personal appearance,  
14. neatness, and cleanliness average. Would like some  
15. books on carpentry. Dislikes farm work yet fears decis-  
16. ion to leave farm. Helps support family with NYA money.  
17. Indicated he would like to go to high school but dis-  
18. played little interest when given chance. Average in  
19. reading. Gives up if job is slightly difficult. Is  
20. neither neat nor accurate. Very nervous and seems in-  
21. adequate in a testing situation. Gives up when put  
22. under pressure. Deserted CCC. Brother became ill  
23. and C did not want to stay in Camp alone. Case Aide  
24. thinks both boys were homesick.

Jan. 20 to June 6.

1. Case R.
2. Male, 20. Ed. Ach. 5th grade; Sten. Mec. 32%ile;
3. H.B.I.Q. 84. Wants to work in filling station or
4. grocery store. Ambitions fairly definite. Quite in-
5. dependent. Strives for mastery and financial secur-
6. ity. Fairly stable. Takes responsibility. Helps
7. support parents. Dances, plays pool, goes to shows.
8. Only farming experience; dislikes farm. Has tried
9. to get jobs in filling stations. Been to CCC. Can
10. take care of minor auto repair jobs. Plays basket-
11. ball and baseball. Finished 8th grade. Not afraid
12. to meet people. Favorite subject history, least liked
13. grammar. Reads True Romances and daily papers. Likes
14. Western shows. Spends about \$1 a month on amusements.
15. Has quite a few friends; belongs to no organizations.
16. Does not worry. No love affairs. Critical of parents
17. because have no money and never will have. Speaks with
18. German accent and poorly constructed sentences. Reads
19. 7th grade level; poor in arithmetic. Can't follow direc-
20. tions. Average in personal appearance, cleanliness, and
21. neatness. Deserted CCC. Brother became ill and C did not
22. want to stay in camp alone. Case aide thinks both home-
23. sick. Likes to read and wants to learn all he can.



24. Heard about a hotel dish washer vacancy before coming  
25. to work one morning so went over and took job. After  
26. six weeks getting along nicely. Jan. 20 to May 6.

1. Case S.
2. Male, 18. Ed. Ach. 6th grade; H-B I.Q. 83; Sten. Mec.
3. 21%ile; H-N I.Q. 71. Interested in clerking in grocery
4. store. No experience except farm work. Helps support
5. parents. Likes routine work, doesn't like strangers.
6. Finished 8th grade, favorite subject arithmetic, dis-
7. likes grammar. Reads True Story and daily papers, plays
8. cards and dances. Spends about \$3 month on amusements.
9. Plays basketball. Friends mostly boys. Father bosses
10. considerably. Has some dates but no particular love
11. affair. Likes to read. Has average reading ability.
12. Poor in mathematics - "counted on fingers." Average
13. in measuring. Good body rhythm. Average in personal
14. appearance, neatness, and cleanliness. Speaks with
15. decided accent. Wanted to go to high school until he
16. had a chance to go, then didn't want to take responsi-
17. bility of making up his mind. C is very immature.

Jan. 20 to June 6

1. Case T.
2. Male, age 18. Ed. Ach. slightly beyond 4th grade level;
3. Sten. Mec. 14% ile. Interested in farming and mechanics.
4. Ambitions very vague. Wants financial security. Anti-
5. social, would rather work alone. Takes no responsibil-
6. ity. Gives all NYA money to parents. Likes home, dis-
7. likes strangers. Disliked school. Favorite subject
8. reading, least liked arithmetic. Likes Western movies.
9. Does not enjoy reading. Belongs to no organization.
10. His friends are mostly boys younger than himself. His
11. ambition is to rent a farm close to his father's so
12. they can work together. In later conversations de-
13. cided he didn't want to be a farmer. Very poor pro-
14. nunciation and sentence syntax. Extremely poor reader.
15. Little mathematical ability. Personal appearance some-
16. what poorer than average. Somewhat more than normal
17. sway on Romberg. Walks to left on a 40 degree angle
18. in line walk. Asked to write letter of application;
19. said it was first letter he had ever written. Father
20. and brother tried to teach him to add and subtract but
21. he is determined he can't learn. C's father was asked
22. to cooperate in allowing C to work at slightly in-
23. convenient hours so as to teach C something about



24. dairy work. Father interested only in maintaining  
25. income of \$10.50 a month. Mother thought good idea  
26. for him to learn to cook. C very suggestible - wants  
27. to do everything he hears about.

Jan. 20 to June 6

1. Case U.
2. Male, 17. E.A. slightly beyond 4th grade; Sten Mec.
3. 91%ile. Wants to be painter, second choice digging
4. ditches, third choice carpentry. Ambitions very vague.
5. Has had little experience in painting and crude car-
6. pentry. Wants to work at whatever will make most money.
7. Can't take responsibility. Worked for brother-in-law
8. on farm and disliked it. As a child worked in beet
9. fields. Quit school when in 5th grade, then 16 years
10. old. Teachers glad to get rid of him - couldn't teach
11. him anything. Friends are boys, has very few. Pro-
12. nunciation and sentence syntax very poor. Very poor in
13. mathematics. Some indications of vision asteriognosis.
14. Very careless about personal appearance. Quite notice-
15. able finger tremor. Indication of astigmatism in left
16. eye. Extremely poor reader. C very defensive. Not
17. neat or careful. Had job delivering telegrams for
18. Western Union but could not make accurate deliveries.



19. Went to CCC but was discharged because engaged in
20. food strike.

Oct. 21 to Dec. 7

Jan. 7 to April 20

1. Case V.
2. Male, 20. H-N I.Q. 82; Sten. Mec. 98%ile.
3. From records of NYA supervisor - Had reputation of
4. being lazy and had no initiative and took no respon-
5. sibility. (Once missed receiving his check due to an
6. oversight by which his name failed to go on payroll,
7. refused to come to work, said he wasn't going to work
8. for nothing). Some indication of T.B. From Clinical
9. conference: wants to be a truck driver or work in
10. filling station. Ambitions fairly definite. Wants
11. security. Experience on farm, in store, in trucker's
12. station. Very anxious to work. Will take advantage
13. of first opportunity that comes along. Would like steady
14. job with hopes of advancement. Able to take responsibil-
15. ity. Would like to set up industry of own, especially
16. filling station. Finished 9th grade. Favorite sub-
17. ject algebra, least liked Latin. Liked school till
18. last year then lost interest. Reads western magazines
19. and daily papers. Belongs to no organization. Feels

20. responsible for family and helps financially when he  
21. can. Uses a great many more than normal eye fixations  
22. in reading. Average in personal appearance, cleanli-  
23. ness, and neatness. Is steady and careful worker.  
24. About 3 weeks later C got a job trucking for a fruit  
25. store. During the time he was on NYA was able to get  
26. odd jobs frequently. C always took advantage of these  
27. even if he lost out on NYA time. After he took the  
28. trucking job subsequent check-ups indicated adequate  
29. adjustments even though the wage was extremely low.

Jan. 6 to Jan. 20.

1. Case W.
2. Male, 20. H-N I.Q. 64; Ed. Ach. 4th grade; Sten. Mec.
3. 96%ile. Interested in carpentry. If he had farm he
4. would buy cattle, doesn't like other farm work. Ambi-
5. tions quite vague. Some experience on farm, in store
6. and carpentry. Likes home but would leave to take job.
7. Helps support family. Recreation dancing and baseball.
8. Finished 7th grade. Reads True Detective, True Ro-
9. mances and daily papers. Never worries, takes every-
10. thing as it comes. Poor in mathematics. Can't fol-
11. low instructions. Accurate measurements. A little

12. below average in personal appearance, neatness, and
13. cleanliness. Got idea one day he would like to learn
14. to cook so he could take a job in a hotel which he
15. was sure would be vacant in a month. Appreciates be-
16. ing given responsibility and works much better when al-
17. lowed to use his own initiative. Very defensive,
18. fights upon least pretense, and steals.

March 20 to June 6.

1. Case X.
2. Male, 20. H-N I.Q. 64; Ed. Ach. 6th grade level;
3. Sten. Mec. 92%ile. Wants to work on farm. Ambitions
4. very vague. No experience except on father's farm.
5. Likes outdoor routine work. Can't take responsibility.
6. Reads Western magazines and farm papers. Friends are
7. boys. No love affairs. Father dead. Likes carpentry
8. work. Has done house painting, etc. around farm. Has
9. normal eye fixations in reading. Decided German accent.
10. Can't work under pressure; can't follow directions; ex-
11. tremely defensive. When asked to take additional tests
12. got angry and went home. Is not stubborn but fears
13. ridicule. Indicated wouldn't need a job as it would
14. soon be harvest and could get plenty of work then.

Jan. 20 to April 20.



1. Case Y
2. Female, 23. H-N I.Q. 94; finished high school.
3. Interested in typing and nurse's training. Ambition
4. somewhat vague. Has had several jobs taking care of
5. people who were ill. Taught in NYA play school.
6. Looks for social outlet in work. Not aggressive.
7. Helps support parents. Goes to picture shows. Feels
8. she has too many dates. Has had two love affairs,
9. broke off one because boy lacked ambition and other
10. because boy left town. Finished high school 1934.
11. Favorite subject English, least liked geometry. Would
12. like to learn to dance but when someone wants to teach
13. her she doesn't want to. Belongs to Sunday School or-
14. ganization. Worries a great deal. According to medi-
15. cal examination needs tonsilectomy and appendectomy.
16. Worries about brother who was arrested on rather ser-
17. ious charges and was waiting trial. Normal reader.
18. Stutters. Eyes reverse considerably in reading.
19. Slightly below average in mathematics. Fairly accur-
20. ate in following instructions. Very unattractive in
21. appearance; clothes and hair not neat. Some indication
22. of left handedness which has been trained out. Clinician

23. attempted to make definite plans for C entering hos-  
24. pital training at beginning of next year. Suggested  
25. enrolling in FHKSC for next semester. C thought she  
26. could not afford it. Clinician and case together  
27. worked out itemized budget allowing for adequate al-  
28. lowances to pay for books , etc. C felt she had to  
29. talk it over with parents. Filled out enrollment  
30. book and make all arrangements. Mother objected.  
31. C had several cathartic conferences with another  
32. Clinician. Extremely nervous, hysterical. Has al-  
33. ways made poor grades in school. Parents are sure  
34. she is too dumb to go to college. Unwilling and unable  
35. to take responsibility of her own decision. Soon after  
36. it became evident that she would not go to college and  
37. Clinician made some overtures toward getting her to  
38. make other definite plans for the future she suddenly  
39. found it convenient to leave town and visit her sister.  
40. She made several appointments for conferences, then  
41. telephoned with excuses such as visiting the dentist, etc.

1. Case Z

2. Female, 20. E.A. 5th grade, H-N I.Q. 68; finished

3. 8th grade. From Poor Commissioner's office:

4. Father dead. Mother objects to children doing anything  
5. that takes them from home. Mother in WPA sewing room.  
6. From Clinic conferences:  
7. Not particularly interested in anything vocational.  
8. Has vague idea she should learn something about house-  
9. work as she plans to get married this summer, but will  
10. make no effort to do so. Has part time work occasion-  
11. ally besides NYA employment. Doesn't want to take re-  
12. sponsibility. Does like to meet new people. Very pas-  
13. sive attitude. Helps with housework at home; helps  
14. out financially. Doesn't want steady job, since her  
15. mother works she had to help do the housework. Vetoed  
16. the proposition that she get a job and let her mother  
17. stay at home. Very poor reader. Extremely poor in  
18. mathematics. Can't follow instructions. Average in  
19. personal appearance, cleanliness, and neatness. Ad-  
20. mitted training in cooking and housekeeping would be  
21. of value but very passively interested in taking it.  
22. Is neat but inclined to loaf. Complains if job is  
23. slightly difficult. Can work capably at job she wants  
24. to do but refuses all responsibility. Chews gum con-  
25. stantly.

1. Case A 1.

2. Female, 22. H-N I.Q. 74; P.A. 7th grade.



3. Interested in sewing, mostly her own clothes. Thinks  
4. she would like to do altering or repairing in store or  
5. cleaner's shop. Experience in housework. Quite ef-  
6. ficient at making her own clothes. Wants to work in  
7. social atmosphere. Plans to be married but fiance very  
8. unstable. Since C also unstable they are continually  
9. having difficulty, and so postpone their marriage. Has  
10. an illegitimate child 3 yrs. old, whom she introduces  
11. as her sister. Will not recognize it as hers although  
12. a public trial was held over the affair at the time.  
13. Finished eighth grade. Reads magazines and daily pap-  
14. ers. Poor reader. Pronunciation and sentence syntax  
15. bad. Many reversals in eye movements when reading.  
16. Can't follow instructions. Poor in mathematics. Aver-  
17. age in personal appearance, cleanliness, and neatness.  
18. Finds it difficult to adjust to new situations. When  
19. told by Clinician that she might lose her regular part  
20. time job because of carelessness in informing her em-  
21. ployer as to her inability to work at certain hours,  
22. she immediately remedied the situation. She did not  
23. want to lose this job even though poorly paid because  
24. she had become accustomed to it and disliked to change.  
25. Cries a great deal after quarrels with her boy friend.

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26. Will take some responsibility but is not very aggressive.  
27. Enjoys and takes advantage of slight physical  
28. handicaps such as pain in her side, etc. Can't work  
29. hard because not supposed to lift heavy things.  
30. Probably some physical basis which she uses to good  
31. psychological advantage. Turned down a full time  
32. job at \$3.50 a week for a part time job at \$1.00 a  
33. week because she was already accustomed to the latter  
34. job and it is necessary for her to exert too much  
35. effort to adjust to change.

## APPENDIX B.

Typical questions asked C during initial interviews. (When C requested further interviews, C of course opened interview with his particular problem, as shows especially in case P).

Interview opened with a statement similar to this: "You have been transferred from the downtown project to the Psychological Clinic so that we might help you find out what kind of work you would like best to do or are best able to do. If you do not already know something about this particular kind of work we will try to give you some training here or help you find a place where you can be trained. When you are ready for a job we will try to help you find one. You are going to be asked a great many questions; some will appear to have nothing to do with finding jobs, but we want to know you as well as we can so that we will not encourage you to go into the wrong kind of work. If you have other problems or questions you want to discuss you may do so.

"You will also be given a number of tests which are not examinations to find out what you don't know but to give us an idea what you can do best."



What are you interested in? What sort of work do you like to do best? If there were no handicaps to your entering, what profession or vocation would you choose? Why? What do you expect to get out of a job? Do you want a job that gives you financial security, or prestige, a chance to serve society? All of these are worthy aims, so you need not be ashamed of having any of these aims in mind. How long have you had this ambition? What did you want before that? Why did you change your mind?

What experience have you had? What jobs have you held and when did you hold them? How did you get along? Who was your employer? Did you like your employer? How long did you stay? Why did you quit? What sort of work did you have to do? What salary did you get?

Are you employed now besides your NYA job? How long has it been since you've had a job?

Are you especially good at any particular thing as music, art, drawing, etc.? Have you had any training? If you are good, how do you use this talent? Would you consider making a living that way?

What surroundings do you prefer? Would you rather work indoors or outdoors? With other people or alone? Would you rather have routine work, a job that is the same from day to day, or one that is constantly changing?

Would you prefer a job which allows you to travel around or one that keeps you in the same place? Would you rather boss or take orders? Do you like responsibility or would you rather not have much to worry about?

Do you help support anyone else or does someone help to support you? Who? How do you spend your money?

What do you do for recreation? How much does it cost? Why do you like this particular thing? Do you type, cook, sew, etc.? What other abilities do you have? What opportunities have you had? Did you accept them? Why or why not? Do you know any person whom you would like to imitate? What sort of person is this? What sort of business is he in?

Do you like to stay close to home? Would you rather be with people you know or do you enjoy meeting strangers?

How did you like school? What subject did you like best, which one did you like least? Why? How long did you attend school? How long have you been out of school? Would you like to go back? If you did go back what subjects would you want to study? Do you read much? What do you read?

Do you dance, play cards, go to parties, movies? Do you belong to a gang or crowd? Do you belong to any or-

ganization? Are you an officer? Do you have many or few friends? Do people like you? Why or why not? Are your friends younger or older than you? What sort of people are they? Are they married or single? Are they active and noisy or are they quiet? Do you go to church? Which one? Do you always attend or are you only slightly interested?

What do your parents want you to be? Why? Do you want to be that? Why? How do you get along with your family? Are you proud of each other or critical? Do you wish your family was different from the way it is or do you like it as it is? How different? How many are there in your family? What ages are they? Do your parents depend on you to do certain things at home? What are they? Do you have any other duties and responsibilities? Who bosses you at home? Whom do you boss? Do you have to share your belongings with others or are some things absolutely your own, not to be used by others? Are you criticized or punished? What for?

Do you worry much or are you usually cheerful? What things do you worry about? Is your health good, or are you frequently ill?

Have you a girl (boy) friend? Are you engaged? How do you get along with your lover? Have you had love affairs in the past? How old were you both? Why did you break up?



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